

This performance-based assessment activity was developed by Michigan Model Coordinators from a Michigan Model lesson.

MICHIGAN MODEL ASSESSMENT ACTIVITY

Grade Five: Health Advocacy

- 1. List the grade level, lesson and specific activity you will be demonstrating:** Grade 5, Phase IV, Lesson 1, Activity 3 (Student planning). Lessons 2 through 5, Activity 1 (Student Presentations).
- 2. List the Standard(s) and Benchmark(s) this activity addresses:** Demonstrate advocacy skills for enhanced personal, family and community health (Standard 7); Demonstrate the ability to influence and support others in making positive health choices (Benchmark 4).
- 3. Student Learning Objectives:** Students will demonstrate their knowledge of smoked or smokeless tobacco, inhalants, cocaine, or marijuana. (Presentations appear in Lessons 2 through 5.)
- 4. Student Product:** Small group presentation.
- 5. Teacher Suggestions:** a) Use the Lungs for Life activity in Lesson 1. b) Ensure that students have access to the pamphlets in Lesson 1 in order to develop their presentations. c) Consider having students help score the presentations, based on the rubric.

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6. Develop your rubric. Indicate below the specific criteria you will use to score. Score point #3 should include all the criteria that need to be met in order to meet the standard. An example:

4 Yes, and	3** Yes	2 Yes, but	1 No
1. Includes all of the points that meet the standard AND 2. Demonstrates conviction AND 3. Is persuasive in encouraging others to make healthful choices	1. Takes a clear stand. 2. Provides accurate information about the drug and its effects, including: <ul style="list-style-type: none"> • Name of drug • Other name of drug • Legal or illegal? When and for whom? • Effects on respiratory system • Other problems caused by the drug 3. Encourages others to make healthful choices 4. All students in the group are involved in planning and presenting.	Demonstrates three out of the four elements to meet the standard.	Demonstrates two or less of the elements to meet the standard.

*** Start building your rubric with the criteria for score point #3, which indicates that the standard has been met.*